

## REMARKS

The above amendments to the above-captioned application along with the following remarks are being submitted as a full and complete response to the Official Action dated January 3, 2005. In view of the above amendments and the following remarks, the Examiner is respectfully requested to give due reconsideration to this application, to indicate the allowability of the claims, and to pass this case to issue.

### Status of the Claims

Claims 2-32 are under consideration in this application.

### Prior Art Rejection

Claims 3-5, 7-8 and 17-32 were rejected under U.S.C. § 102(e) as being anticipated by U.S. Pat. No. 6,514,081 to Mengoli (hereinafter "Mengoli") and U.S. Pat. No. 6,514,080 to Ishida (hereinafter "Ishida") in view of Ahlgren (6,293,802). Furthermore, claims 9, 11-13, 15 and 16 were rejected under 35 U.S.C. § 103(a) as being unpatentable over Mengoli in view of Ahlgren and in further view of U.S. Pat. No. 6,183,259 to Macri et al. (hereinafter "Macri"), and claims 2, 6, 10 and 14 were rejected as being unpatentable over Mengoli in view of Ishida, Ahlgren and further in view of U.S. Pat. No. 6,152,856 to Studor et al. (hereinafter "Studor"). These rejections have been carefully considered, but are most respectfully traversed.

The instructional method for a sport, a hobby, an amusement game or a daily activity according to the invention, as now recited in claim 30, comprises: displaying a main heading section of a plurality of basic examples of problem points (e.g., I in Fig. 2); displaying a concrete subheading section (e.g., II in Fig. 2) as clicked by a learner on one of the basic examples of problem points; displaying a question form (e.g., Fig. 5) on demand ("by clicking the so-called (HELP) button" p. 11, last line) and analyzing entries by the learner addressed to the question form so as to determine a concrete problem of the learner; providing an electronic means for recording, editing and searching one improved performance image of an instructor corresponding the clicked or determined concrete problem point; and displaying said improved performance image of an instructor. The electronic means displays the main heading section, the subheading section, the question form including a screen page (p. 7 in Fig. 5) of a plurality image pairs each corresponding to one of clicked likely problem points

(e.g., grip, set up, alignment, ball position; *“likely cause of error”*), each of the image pairs including an actual performance image of the learner and an improved performance images of an instructor (*“\* from hereon the ‘two screen software’ instructional system using comparison is used”* Fig. 5 between p.6 and p. 7), a performance image corresponding to the clicked or determined concrete problem point, the improved performance image of an instructor, the clicked or determined concrete problem point, and at least one method for overcoming the clicked or determined concrete problem point, and said method is presented in at least one of diagrammatic representation, letters, and speech sound. The clicked or determined concrete problem point is a concrete problem of the learner in actually practicing said sport, hobby, an amusement game or a daily activity (*“individual problem point”* page 5, lines 5-6; *“his/her problem point”* page 10, 3<sup>rd</sup> paragraph; *“the learners themselves are not aware of their own problem points and they cannot comprehend where the problem is with their form.”* page 11, last paragraph).

The *self-diagnosis analysis* question form of the invention includes such a unique screen page which displays a plurality of actual performance image pairs of the learner and the instructor corresponding to clicked likely problem points side by side to assist the learner to visually identify the most likely cause of error out of the likely causes of error (e.g., grip, set up, alignment, ball position) so as to determine a concrete problem of the learner in *actually practicing* said sport, hobby, an amusement game or a daily activity. The screen page is crucial when *“the learners themselves are not aware of their own problem points and they cannot comprehend where the problem is with their form (p.12, 3<sup>rd</sup> paragraph).”*

The invention is also directed to a system (claim 31) or a software (claim 32) executing the method recited in claim 30.

Applicants respectfully contend that neither Mengoli nor any other cited prior art reference, teaches or suggests an instructional method which “displays a question form on demand and analyzing entries by the learner addressed to the question form so as to determine a concrete problem of the learner, while the question form containing a screen page which displays a plurality of actual performance image pairs of the learner and the instructor corresponding to clicked likely problem points side by side” as does the invention.

As admitted by the Examiner (p. 3, lines 9-13), Mengoli does not disclose any question form and entries are analyzed to by to determine a concrete problem of the learner.

Fig. 6 of Ishida was relied upon by the Examiner to make the question form of the invention appear to be obvious. However, Fig. 6 merely shows “repetition of a test (col. 2, line 40).” Ishida’s test for a c-card is essentially different form the self-diagnosis analysis

question form for determining a concrete problem of the learner's actually practicing act of a sport etc. of the invention.

As shown in Fig. 5, Ishida's test merely asks questions regarding the testee's **knowledge** regarding the buoyancy-control procedure for scuba diving, such knowledge does not involve any actual scuba diving practice of the tester (*"The skill up system judges the level of the member through the noticed content from the member, and issues an instruction to proceed to a next stage if the level is sufficient, or an instruction to take the same content if not* (col. 4, lines 10-13). " A person's knowledge of how to do a sport does not equate to how the person actually does or practices the sport. Ishida only alleges that it can test and find out a testee's "skill level" without providing sufficient disclosure to enable one skilled in the art to realize such a goal.

Ishida's knowledge test is standard and does not include any personal actual performance images as does the invention such that it simply cannot determine a concrete problem of the learner's actual practicing act of a sport based upon such a knowledge test. In addition, Ishida's knowledge test does not contain any screen page which displays a plurality of actual performance image pairs of the learner and the instructor corresponding to clicked likely problem points side by side.

Ahlgren's paired images was relied upon by the Examiner to compensate for the deficiencies of "Ishida's **knowledge** test." However, Ahlgren displays a learner's swing to an instructor (col. 14, lines 38-48; Fig. 10), rather than the learner, to determine a concrete problem of the learner. Ahlgren only displays the paired images to the learner **after** the *instructor* identifies the concrete problem of the learner and preparing the paired images accordingly, i.e., *instructor-diagnosis*. On the other hand, the invention displays the paired images to the learner **before** the *learner* identifies his/her own concrete problem so as to assist the *learner* to identify his/her own concrete problem, i.e., *learner-diagnosis* or *self-diagnosis*. Ahlgren neither displays any question form containing paired images or any question form containing paired images corresponding to likely problem points clicked by the learner. Ahlgren merely allows the learner to view the lesson package after it was finalized by the instructor, but not allow the learner to participate in identifying his/her own concrete problem at all.

Macri and Studor fail to compensate for the above-discussed deficiencies. Macri's cues (col., lines 64-67; col. 10, lines 1-10) only concerns what a player (even an handicapped person in Fig. 25) *wishes* to see in the simulation, rather than any actual practice. Studor merely varies the resistance setting of indoor exercise equipment (Fig. 1) in order to simulate

varying degrees of difficulty. Studor has nothing to do with any actual practice of sports, etc. or any problems of the user in actually practicing such sports. Macri and Studor further fail to teach or suggest any screen page which displays question form containing paired images corresponding to likely problem points clicked by the learner.

Applicants contend that neither the cited references, nor their combination teaches or discloses each and every feature of the present invention as disclosed in independent claims 30-32. As such, the present invention as now claimed is distinguishable and thereby allowable over the rejections raised in the Office Action. The withdrawal of the outstanding prior art rejections is in order, and is respectfully solicited.

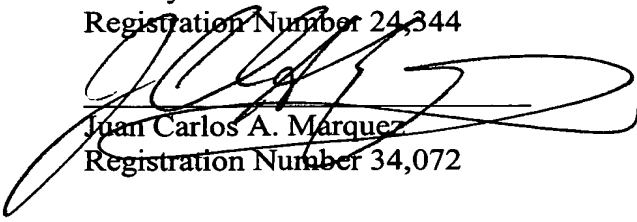
### Conclusion

In view of all the above, clear and distinct differences as discussed exist between the present invention as now claimed and the prior art reference upon which the rejections in the Office Action rely, Applicant respectfully contends that the prior art references cannot anticipate the present invention or render the present invention obvious. Rather, the present invention as a whole is distinguishable, and thereby allowable over the prior art.

Favorable reconsideration of this application is respectfully solicited. Should there be any outstanding issues requiring discussion that would further the prosecution and allowance of the above-captioned application, the Examiner is invited to contact the Applicant's undersigned representative at the address and phone number indicated below.

Respectfully submitted,

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**July 1, 2005**

SPF/JCM/JT